



## Cover Page

# 2011-2012 Title I School Improvement Plan And School Improvement Progress Report for 2010-2011

As required by NH RSA 193-H and Federal Law 107-110 for Schools in Need of Improvement

**SAU#:**37

**District Name:**Manchester

**School Name:**McDonough School  
**Year 5 (1,2,3...) of Improvement for Mathematics**  
**Year 5 (1,2,3...) of Improvement for Reading**

**Address:** 550 Lowell St

**City:** Manchester

**Zip:** 03104

**Principal:** Ken DiBenedetto

**Tel:** 603-624-6373

**Fax:** 603-665-6692

**E-mail:**  
kdibenedetto@mansd.org

**Contact person if different from Principal:**

**Name:**

**Title:**

**Address:**

**City:**

**Zip:**

**Tel:**

**Fax:**

**E-mail:**

## **2011-2012 School Improvement Plan Title I Memorandum of Understanding**

The Superintendent of McDonough School assures the Commissioner of Education that:

- the identified school or identified district will spend not less than 10 percent of their Title I allocation for each year they are in school improvement status for the purpose of providing to the identified school's or identified district's teachers and principal(s) high-quality professional development that
  - directly addresses the academic achievement problem that caused the school or district to be identified for school improvement;
  - helps teachers and paraprofessionals meet the high-quality standards defined in section 1119 of Title I; and
  - is provided in a manner that affords staff with an increased opportunity for participating in that professional development;
- the identified school or identified district will establish annual, measurable objectives for continuous and substantial progress by each group of students enrolled;
- the identified school or identified district will incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year;
- the identified school or district will adopt policies and practices concerning the core academic subjects that have the greatest likelihood of ensuring that all groups of students in the school or district will meet the State's proficiency levels of achievement on the State's academic assessment;
- all parents receive a notification letter explaining the school's AYP status for the 2011-2012 school year; (Provide copy with this document.)
- all parents, (if applicable) receive early notification of public school choice options to transfer their child to another school as far in advance as possible but no later than 14 days before the start of the school year; (Provide copy with this document.)
- the district will post, in a timely manner, on their website the following current information:
  - A list of available schools to which students eligible for public school choice may transfer for the current school year; and
  - The number of students who participated in school choice beginning with data from 2007-2008 school year and for each subsequent year.
- the LEA will provide technical assistance to the identified school in meeting the goals and objectives described in the school improvement plan.

**SINI Year 2 or more**

☒ Yes ☐ No

**Supplemental Education Services (SES) will be provided for 2011-2012 school year**

- the district will notify parents of eligible children that Supplemental Educational Services (SES) will be provided for 2011-2012 school year. (Provide copy with this document.)
- the district will post in a timely manner on their website current information regarding SES:
  - The number of students who were eligible for and who participated in SES beginning with data from the 2007-2008 school year and for each subsequent school year; and
  - A list of SES providers approved to serve the district, as well as the locations where services are provided for the current school year.

**SINI Year 3 Corrective Action**

☒ Yes ☐ No

McDonough School will implement at least one of the following corrective actions as part of their corrective action plan for the 2011-2012 school year: *(check all that apply)*

- ☐ replaced the school staff who are relevant to the failure to make AYP;
- x instituted and fully implemented a new curriculum, including providing appropriated professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make AYP;
- ☐ significantly decreased management authority at the school level;
- ☐ appointed an outside expert to advise the school on its progress toward making AYP;
- ☐ extended the school year or school day for the school;
- ☐ restructured the internal organizational structure of the school.

**In addition, the Superintendent assures that the LEA will:**

- publish and disseminate information regarding the corrective action the LEA takes at a school –
  - to the public and to the parents of each student enrolled in the school;
  - in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
  - through such means as the Internet, the media, and public agencies.

## SINI Year 4 or more Restructuring

☒ Yes ☐ No

McDonough School will implement the restructuring plan which includes at least one of the following options for the school during the 2011-2012 school year: *(check all that apply)*

- ☐ reopen the school as a public charter school;
- ☐ replace all or most of school staff, which may include the principal, who are relevant to the school's inability to make AYP;
- ☐ enter into a contract with outside entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school;
- ☐ turn the operation over to the state, if permitted by state law and agreed to by the state;
- x ☒ implement any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress as defined in the state plan and is consistent with the NCLB guidance for restructuring.

### In addition, the Superintendent assures that the LEA will:

- assume responsibility for the preparation of a plan for restructuring the school;
- notify both parents/guardians and teachers that the school has been identified as a school in restructuring;
- continue to provide parents/guardians and teachers with the opportunity to comment on the school's status before taking any restructuring action;
- continue to invite parents/guardians and teachers to participate in the development of the school's alternative governance plan;
- publish and disseminate information regarding the restructuring actions the LEA takes at a school –
  - to the public, teachers and to the parents of each student enrolled in the school;
  - in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
  - through such means as the Internet, the media, and public agencies.
- submit the School Improvement /Corrective Action/Restructuring Plan to the NHDOE prior to the start of the next school year.

Thomas Brennan

Superintendent of Schools

30 Jun 11  
Date

**2010-2011 Progress Report  
Evidence of Progress: Plan Implementation**

Instructions: *Provide a status report on the strategies and activities implemented during 2010-2011 to help meet the school's improvement goals. Complete one form for each school improvement goal. Duplicate this page as needed.*

**AYP Area(s) of Focus – 2010-2011 School Year**

List the school's AYP status during the 2010-2011 school year (i.e. Year 2 Reading, Year 3 Mathematics):

2009-10 results show that McDonough's status was Year 4 for both Math and Reading. AYP results for the 2010-2011 school year shows our status as year 5 in both Math and Reading.

List any subgroup(s), if applicable, for which the school did not make AYP: :

2010 AYP Results:

Reading – the following groups met AYP requirements through Safe Harbor <Whole School, White, Educational Disability> and these 2 groups , <Hispanic, Asian> through CI

Math – the following groups met AYP requirements through Safe Harbor <Whole School, Asian, White, Economically Disadvantaged, Educational Disability.



**Improvement Goal for 2010-2011**

State the improvement goal: To increase percentage of students performing at proficient levels by 10% as evidenced by NECAP assessment



**Implementation of Approved Strategies/Activities**

List the strategies/activities implemented during the 2010-2011 school year to accomplish this goal:

To align curriculum with instruction, collaboration and enhance interventions which are targeted to students' needs

Select one descriptor that best describes the status of the strategies at the end of 2010-2011:

- ☐ Completed as planned and as described in the approved school improvement plan
- ☐ Completed as planned, with changes/refinements to certain strategies and activities
- ☐ Progressing as planned, with no changes to strategies and activities
- x ☒ Progressing, with changes/refinements to certain strategies and activities
- ☐ Beginning stages of implementation
- ☐ No strategies or activities implemented

**2010-2011 Progress Report**  
**Evidence of Progress: Improved Student Achievement**

Instructions: *Respond to the following reflective questions:*

- What accomplishments can be documented during the 2010-2011 school year that resulted in improved outcomes for students scoring below proficient in the areas for which the school is identified for improvement?

*District assessment has shown good gains in reading levels over the year and within reach of proficiency levels changing by the 10% goal. Math trimester tests have also shown proficiency gains that are on track for the 10% goal.*

- Overall, where there is greatest evidence of improvement, what factors were most influential in generating change?

*Several changes that were made within the structure of the school day were factors in generating greater growth. Literacy interventionists who are in-training for the America's Choice School Reform model have become mentors to the teachers. They model lessons, form discussion groups, and bring their training back to the building for the teachers to implement. Grade level classrooms have been designated as "lab" classrooms where teachers who attend the AC trainings bring new strategies into the grade levels for their peers to observe and implement. Author's tea motivates students to become writers. Study Island was instrumental in classes to provide information on skills needed within guided reading/writing groups. Schoolwide constructed response dedicated time helped focus on strategies students need to be proficient readers and thinkers. Our RTI model has given all students the opportunity for small group learning activities to remediate and/or enhance instruction.*

- Where improvement is less evident, what factors have impeded the desired change?

*The math program is in its 3rd year. Confidence in teaching the program with fidelity has improved as teachers continue to learn the quirks of a new program. A core program in reading was not in place. Lacking a cohesive program, skills gaps occur which hinders student learning. Introduction of a school reform model and learning new approaches has added additional approaches to the teachers' repertoire. PLCs which were scheduled to meet weekly were more focused on best practices and using data to drive instruction but the tasks seem overwhelming. Any new program takes a few years to learn and become fluid. As we enter our 3<sup>rd</sup> year of a readers/writers workshop model, we will continue to adjust instruction based on student needs.*

- What is the school's AYP status for 2011-2012 (i.e Year 3 Reading, Year 3 Mathematics). Based on the outcomes described above, and the school's new AYP status, what refinements to the SINI plan are proposed?

*AYP results for the 2010-2011 school year shows our status as year 5 in both Math and Reading. Our staff has spent a year reviewing indicators of success and developing a restructuring plan which has been submitted to the state. We are developing a data team, a curriculum team and a culture/climate team to review the various aspects of best practices as it relates to the students of McDonough School. The district has developed a literacy plan based on readers' and writers' workshop for which teachers are receiving professional development. Math is in its 3<sup>rd</sup> year of implementation and as we continue to learn this core program, we are also looking to the Common Core standards which will help us align our curriculum.*

Note: If the school is identified for a new subject area for 2011-12, list the area(s) and proposed revisions to the plan as a result of the new designation.

Note: If the school's AYP status for 2011-12 now includes selecting a corrective action, respond to this question by completing the *Memorandum of Understanding for Schools in Corrective Action*, as well as the *Implementation Narrative*.

## 2011-2012 School Year Strategies and Implementation Plan

**Instructions:** Use the format below to describe the action plan for 2011-2012. Provide sufficient detail regarding how the proposed activities are designed to achieve the anticipated changes/outcomes in professional practice and student learning, especially to improve outcomes for students who are working below proficiency in the area(s) for which the district is identified. Duplicate this page as needed.

<b>Priority Area/Goal #1:</b> (to reduce identified achievement gaps)	Improve student achievement and teacher effectiveness, the LT will clearly articulate yearly goals of student learning and analyze data in order to align student/teacher expectations with best practices.				
<b>Strategies:</b>	<ul style="list-style-type: none"> <li>-Implementing Processes to Follow the Progress of Each Child</li> <li>-Professional Development</li> <li>-Leadership/Governance</li> <li>-Connects to school's Title I Schoolwide Plan</li> </ul>				
<b>Objectives:</b>	<p><i>What changes in the district practices are expected as a result of this strategy?</i>  <b>Objective:</b>            ID10 The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.            IE07 The principal monitors curriculum and classroom instruction regularly.            IE08 The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.            IE09 The principal challenges, supports and monitors the correction of unsound teaching practices.            IF02 The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.            IID06 Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.            IID07 The Leadership Team monitors school-level student learning data.</p> <p><i>What changes in student learning are expected as a result of this strategy? How will it help improve achievement for students who are not yet proficient?</i>            By setting goals and analyzing data, the school's Leadership team will work toward improved student growth by aligning best practices.</p>				
<b>Proposed Activities for 2011-2012</b> <i>Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	<b>Resources</b> <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeline</b> <i>When will the activity begin/end?</i>	<b>Oversight</b> <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	<b>Monitoring (Implementation)</b> <i>What evidence will be collected to document implementation? How often? By whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>



Collect and analyze data from periodic assessments	Data from trimester LA and math assessments; informal data	9/11-8/12	Reading Specialist Coach	Scores from PP will be reported to LT by trimester	Reports generated from PP will be used to monitor progress of students
Data team will be formed to review data	Reports from PP	9/11-8/12	Reading Specialist/Coach	Data teams will meet by trimester to analyze progress	Data team report will be shared with grade level team
Form LT to include principal, asst. principal, reading specialist, lead teacher	Coach/LT	9/11-8/12	Administrators Coach	Roster to be updated as changes occur	LT meetings weekly/attendance/minutes
Parents and community will be informed about school's comprehensive reform	LT	9/11-8/12	Principal, School Community Council	SCC minutes, PTA agendas, website	Parent survey done and administered by PIRC, admin team

## 2011-2012 School Year Strategies and Implementation Plan

**Instructions:** Use the format below to describe the action plan for 2011-2012. Provide sufficient detail regarding how the proposed activities are designed to achieve the anticipated changes/outcomes in professional practice and student learning, especially to improve outcomes for students who are working below proficiency in the area(s) for which the district is identified. Duplicate this page as needed.

<b>Priority Area/Goal #2:</b> (to reduce identified achievement gaps)	Improve teacher effectiveness by providing job embedded professional development according to faculty needs based on peer observations, self assessment and district professional development (PD) plan.				
<b>Strategies:</b>	<ul style="list-style-type: none"> <li>-Improvement in Curriculum and Instruction</li> <li>-Professional Development</li> <li>-Changes in School Systems or Processes</li> <li>-Leadership/Governance</li> <li>-Connects to school's Title I Schoolwide Plan</li> </ul>				
<b>Objectives:</b>	<p><i>What changes in the district practices are expected as a result of this strategy?</i>  <b>Objective:</b>  IF04 Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.  IF05 Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.  IF06 Teachers are required to make individual professional development plans based on classroom observations.  IF07 Professional development of individual teachers includes an emphasis on indicators of effective teaching.  IF08 Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.</p> <p><i>What changes in student learning are expected as a result of this strategy? How will it help improve achievement for students who are not yet proficient?</i>  By providing job-embedded professional development to strengthen instructional strategies, there will be improved student growth towards proficiency.</p>				
<b>Proposed Activities for 2011-2012</b> <i>Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	<b>Resources</b> <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeline</b> <i>When will the activity begin/end?</i>	<b>Oversight</b> <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	<b>Monitoring (Implementation)</b> <i>What evidence will be collected to document implementation? How often? By whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>
Teachers will participate in self-assessments according to their area of strength/need of improvement	Self assessment from AC	9/11-8/12	Certified Personnel	Certified personnel will document their self assessment biannually	Certified personnel will write a reflection piece in January and June

Teachers will participate in peer observations	Scheduling of observations	9/11-8/12	Admin will assist in arranging class coverage for observation periods	Certified personnel will participate in peer observations and debriefing each trimester	Certified personnel will write a reflection piece to be given to administrators.
Teachers will create an individual PD plan based on self-assessment	Existing district PD plan	9/11-8/12	Certified personnel	By 10/1/11, certified personnel will submit PD plan to administration	Certified personnel will review plan mid-year and at end of year writing a reflection.
Professional development will be planned based on summary report from administration	In-house or out of district facilitators	9/11-8/12	Administration	PD will be offered on an as needed basis and scheduled by LT	Admin will observe changes in delivery of instruction
Administrators will update the LT on classroom management, curriculum, best practices observations.	Admin Summary report	9/11-8/12	Admin team	Collection of various communiqués kept by the admin team	Admin will update LT on changes observed.

## 2011-2012 School Year Strategies and Implementation Plan

**Instructions:** Use the format below to describe the action plan for 2011-2012. Provide sufficient detail regarding how the proposed activities are designed to achieve the anticipated changes/outcomes in professional practice and student learning, especially to improve outcomes for students who are working below proficiency in the area(s) for which the district is identified. Duplicate this page as needed.

<b>Priority Area/Goal #3:</b> (to reduce identified achievement gaps)	Improve student achievement by ensuring best practices implementation with direct instruction, differentiation, goal setting, classroom management and with teacher and student accountability toward students' progress.				
<b>Strategies:</b>	<ul style="list-style-type: none"> <li>-Improvement in Curriculum and Instruction</li> <li>-Implementing Processes to Follow the Progress of Each Child</li> <li>-Addressing Specific Needs of Low-Achieving Students</li> <li>-Professional Development</li> <li>-Climate/Culture (staff and/or students)</li> <li>-Programs Supported by Scientifically-Based Research</li> <li>-Connects to school's Title I Targeted Assistance or Schoolwide Plan</li> </ul>				
<b>Objectives:</b>	<p><i>What changes in the district practices are expected as a result of this strategy?</i></p> <p><b>Objective:</b></p> <p>IID08 Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.</p> <p>IID09 Instructional Teams use student learning data to plan instruction.</p> <p>IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.</p> <p>IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.</p> <p>IIIA32 All teachers interact managerially with students (reinforcing rules, procedures).</p> <p>IIIC05 All teachers use a variety of instructional modes.</p> <p>IIIC10 All teachers reinforce classroom rules and procedures by positively teaching them.</p> <p><i>What changes in student learning are expected as a result of this strategy? How will it help improve achievement for students who are not yet proficient?</i></p> <p>By monitoring and ensuring the implementation of best practices, there will be improved student growth towards proficiency.</p>				
<b>Proposed Activities for 2011-2012</b> <i>Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	<b>Resources</b> <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeline</b> <i>When will the activity begin/end?</i>	<b>Oversight</b> <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	<b>Monitoring (Implementation)</b> <i>What evidence will be collected to document implementation? How often? By whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>

Teachers will focus on workshop procedure, reading and math strategies/skills and lessons connected to standards	District curriculum and state standards and EDM curriculum	9/11-8/12	Teachers, admin team and coaches	GLEs in lesson plan books monitored by admin team, focus walks by LT	District assessments
Readers chair and authors' chair will be established in rooms and students will use 'accountable' talk	Teachers	9/11-8/12	Teachers, coach, admin team	Scheduling of students for readers/authors chair	"authors' tea", on-going assessments
Students in K-5 identified for literacy and/or math interventions will receive additional support	Supplemental reading and math materials	9/11-8/12	Teachers, interventionists	Flexible groupings on a 4-6 week basis	Progress monitoring and observation sheets
Teachers will instruct students in the use of EDM games	EDM games and CD	9/11-8/12	Teachers, media specialist	EDM, teacher planning	Increase in student achievement on assessments
Schedule 2 hour literacy block maximizing access for coach	LT	9/11-8/12	Teachers, Assistant principal, coach	Teacher schedules, lesson plan books, biweekly meetings, admin team	Ongoing assessments in reading and writing
K-2 classrooms will have 30 minute skills block in Foundations	Teachers, coach	9/11-8/12	Admin team, coach, teachers	Weekly lesson plans	District and local assessments
Teachers will schedule 60 minute of math and related math instruction	Math curriculum and supplemental math resources	9/11-8/12	Teachers	Admin team will monitor schedules and lesson plans	Trimester tests, unit test, criterion reference test
Teams will identify strengths and weaknesses in curriculum and instruction	NH state standards, Common core standards	9/11-8/12	Instructional team, coach	Student data will be used to find strengths and weaknesses on a month	Data will be collected and areas in need identified

Coach will lead grade level study groups on key topics/facilitate meetings on implementing literacy program	Coach, teachers	9/11-8/12	Teachers, coach, admin team	Agendas, minutes, weekly by coach/administrator	on-going district and state assessments
Coach will lead grade level study groups on key topics/facilitate meetings on implementing math program	District implementation coach, teachers	9/11-8/12	Teachers/coach, admin team	Agendas, minutes, weekly by coach/administrator	on-going district and state assessments
Teachers will use running records to monitor progress and make instructional decisions	Teachers, running records	9/11-8/12	Teachers, admin team	RTI groupings, progress monitoring, running records	Running records, progress monitoring, weekly observation sheets
Teachers will use unit tests, trimester tests and progress monitoring to make instructional groups	Teachers, trimester tests	9/11-8/12	Teachers, admin team	RTI groupings, unit and trimester tests	Unit tests, progress monitoring, math boxes
Climate committee will be formed to assess behaviors in the building to become more educationally conducive	New committee to review past practices and develop new ones	9/11-8/12	Climate committee chair	Minutes from committee meeting weekly/bimonthly	After initial implementation, will meet to monitor progress
Students will be engaged in 25 book campaign/million pages	Students, librarian, coach	9/11-8/12	Librarian, coach	Student logs, bulleting board showing growth	On-going progress monitoring

## 2011-2012 School Improvement Plan Title I Parent Notification Requirements

### Instructions:

Before completing this section, refer to Appendix B in instructions for detailed guidance for fulfilling public school choice requirements.

- (a) Describe the process the school will use to provide parents of each student enrolled in the school with timely written notice regarding the school's identification as a school in need of improvement. The description must demonstrate the use of dissemination strategies that make such information accessible to all parents, and to the extent practicable, is provided in a language that parents can understand.

The Manchester School District prepares letters to parents that detail the each individual school's Adequate Yearly Progress (AYP) status and designation as a School In Need of Improvement. The letter is sent home to families in the mail, and is available in at the school and district office. The letter is translated into Spanish and provided to families whose home language is Spanish, which is the second-most common language spoken in the district (English being the first). The letter also includes information about the status of all schools in the district, along with information about No Child Left Behind and Adequate Yearly Progress. The letter also invites parents to communicate directly with the school principal and to become involved with the school.

- (b) If applicable, describe the process the school has developed for parents in the event they wish to request a transfer of their child to another school within the district that is not identified for improvement. If public school choice is not applicable to your school, state "not applicable".

The Manchester School District includes information for parents about School Choice with the letter that is sent home detailing the school's status as a School In Need of Improvement. This information includes a list of schools that are available for School Choice, a fact sheet about the AYP status of available schools, and information about other programs that each School Choice school has available for students. Contact information for the district School Choice Facilitator is also provided. The mailing also includes an application for families to request School Choice, should they elect to do so. Additionally, all information sent home is also posted on the district web site [www.mansd.org](http://www.mansd.org), and is available in each school's office and at the district office.

- (c) Attach a copy of the parent/teacher notification letter to this application. **Note: Parent Notification letters must have been submitted for approval to the NHDOE prior to June 15, 2011.**

Attached. McDonough School's letter was submitted for approval on May 4<sup>th</sup>, 2011. A copy of the letter is attached.



**MANCHESTER SCHOOL DISTRICT**  
**SCHOOL ADMINISTRATIVE UNIT NO. 37**  
 195 McGregor Street, Suite 201, Manchester, NH 03102  
 Telephone: 603.624.6300 • Fax: 603.624.6337

**Thomas J. Brennan, Jr., Ed.D.**  
 Superintendent of Schools

**Michael J. Tursi**  
 Assistant Superintendent

**Karen G. Burkush**  
 Assistant Superintendent

**Karen DeFrancis**  
 Business Administrator

May 23, 2011

Dear Parents / Guardians,

Your child's school – and all schools in the Manchester School District (MSD) – are committed to excellence in education and hold our students to high academic standards.

The purpose of this letter is to inform you that your child's school continues to be Identified as a School In Need of Improvement (SINI) under the Federal No Child Left Behind (NCLB) Act of 2001. McDonough School is a SINI Year 5: Restructuring for Reading, and SINI Year 5: Restructuring for Math. This is based on your school's Adequate Yearly Progress (AYP) results as determined by the NH Department of Education (NHDOE). Detailed AYP reports are available at the MSD website: [www.mansd.org](http://www.mansd.org). On this page, locate the dropdown menu under 'Community' and select 'Accountability Reports'.

Because of your school's SINI status, parents have additional rights and resources available to them. These are made possible by the NCLB Act. This letter is designed to help you understand what the SINI status means, and what resources may be available to you and your child(ren). Included in this letter are the following documents:

Frequently Asked Questions : AYP & NCLB and Frequently Asked Questions: School Choice  
 Manchester School District Elementary Schools: Adequate Yearly Progress (AYP) Comparison  
 School Choice Request Form

Your child's school and the District have made and continue to make academic gains. To foster continued growth, the Manchester School District is working closely with each school, parents/guardians, and the community in partnership with the NHDOE to create and revise School Improvement Plans for every SINI school. Each school has a SINI team, comprised of the principal, teachers, and other school and community members. Input from parents/guardians and all school staff members is a crucial part of the planning process, which takes place throughout the school year. Completed plans are then approved by the Principal, District Administrators and the NHDOE prior to the start of the next school year. You are a critical partner in your school's continued improvement, and we are eager to have your involvement and input. Please contact your school's principal, Ken DiBenedetto, to learn how you can become a part of your child's school's continued improvement. You are welcome to stop into the office, call 624-6373, or email at [kdibenedetto@mansd.org](mailto:kdibenedetto@mansd.org).

Under the guidelines established by NCLB, the School Choice program is available to you and your child(ren). This program gives you the opportunity to transfer your child to a non-Title 1 school if you choose. Available schools for transfer are: Green Acres, Highland-Goffe's Falls, Jewett, Smyth Road, Webster and Weston schools. To apply, complete the enclosed Choice Request form and return to your child's classroom teacher by June 17th or return to the District office by June 24, 2011.

Please review the information in this letter including school performance and program details to determine if School Choice is an option that would be in the best interest of your child. This letter does not require any action from you, and enrollment in any of the programs available, including School Choice, is optional.

Sincerely,

Thomas J. Brennan, Jr., Ed.D.  
 Superintendent of Schools







# Frequently Asked Questions: AYP & NCLB

## What is a SINI school?

- Every year, students in grades 3-5 across the state take the NECAP test in Reading and Mathematics. The results of this test are looked at by the NH Department of Education (NHDOE) in different subgroups. Your school must have a certain percentage of students performing at or above grade level on this test. Every subgroup must meet the federal standard for performance. This is called Adequate Yearly Progress (AYP).
- Schools can make AYP in Reading and/or Math and/or as a whole school.
- **Please remember that NECAP scores are only one measure of a school's value. The school's impact on the community, activities, staff, and additional programs, are just a few things that make your school unique and enable your child to succeed.**

## Why is our school a SINI school?

- Data has been calculated for all students as well as subgroups of students (i.e., racial and ethnic subgroups, English Language Learners, students with disabilities, and economically disadvantaged students).
- Each school may have certain subgroups that make AYP, while others do not. If even one of these groups does not meet their goal, or performance target, then the school will not have made AYP. Every school's AYP results are unique to that school. For more information and detailed AYP reports, please go to [www.mansd.org](http://www.mansd.org) and click on "District Data Center".

## Why is our district a DINI district?

- In the same way that a school is determined to be a SINI school, every subgroup within the District at all grade levels must meet the goal set by the US Department of Education in order for the District to make AYP.
- See the enclosed chart to see what percentage of subgroups made AYP at your child's school, across the district and across the state.

## What is being done to improve my child's school and the district?

- McDonough has begun implementing job embedded professional development based on peer observations, self-assessment and district goals in order to increase teacher effectiveness as well as utilizing Readers'/Writers' workshop and Response to Intervention (RtI) in order to provide additional support for all students.
- School Improvement plans and a District Improvement plan have been developed and are available at our website [www.mansd.org](http://www.mansd.org) or at the schools main office.
- You are a critical partner in improving your child's school and his or her education. Contact your school to see how you can become involved.

## What additional resources are available to my child because of NCLB?

### NH PARENT INFORMATION RESOURCE CENTER

- Provides free services such as workshops, publications, toolkits, newsletters, tip sheets, and support for parents, schools, districts aimed at increasing parent involvement in children's education.

### TITLE 1 INTERVENTIONS

- Additional small group or one on one reading and math help during the school day.

### SUPPLEMENTAL EDUCATIONAL SERVICES (SES)

- Free tutoring program for economically disadvantaged families. Services provided outside of the school day by state approved providers. **Please note: This is only available to eligible students attending Title 1 SINI Schools (Your child's current neighborhood school).**

### PUBLIC SCHOOL CHOICE

- Gives parents of children attending a Title 1 SINI School the opportunity to transfer their child to a Non-Title 1 School with district provided transportation. **Please note: ALL of Manchester's schools are SINI schools regardless of Title 1 Status.**

# Manchester School District Elementary Schools

See our website for more information and links to other resources [www.mansd.org](http://www.mansd.org)

## ADEQUATE YEARLY PROGRESS COMPARISON

NAME	Title 1 School	Made AYP Reading	Made AYP Math	SINI / DINI	% of Subgroups or Target Areas that MADE AYP			
					2008	2009	2010	2011
NH State Average Elementary/Middle Schools (ES/MS)	N/A	No	No	N/A	69%	73%	65%	65%
Manchester School District ES/MS	N/A	No	No	Yes	56%	76%	70%	51%
Bakersville School	Yes	No	No	Yes	78%	83%	90%	55%
Beech Street School	Yes	No	No	Yes	69%	93%	58%	61%
Gossler Park School	Yes	No	No	Yes	43%	100%	89%	63%
Green Acres School	No	No	No	Yes	100%	90%	86%	91%
Hallsville School	Yes	No	No	Yes	90%	76%	89%	90%
Highland-Goff's Falls School	No	No	No	Yes	72%	74%	74%	78%
Jewett School	No	No	No	Yes	70%	61%	93%	67%
McDonough School	Yes	No	No	Yes	48%	81%	79%	66%
Northwest Elementary School	Yes	No	No	Yes	72%	93%	74%	66%
Parker-Varney School	Yes	No	No	Yes	43%	52%	84%	72%
Smyth Road School	No	No	No	Yes	76%	73%	74%	67%
Webster School	No	No	No	Yes	72%	52%	94%	61%
Weston School	No	No	No	Yes	60%	56%	88%	76%
Wilson School	Yes	No	No	Yes	59%	78%	68%	58%

Please note: Federal AYP Standards for 2010 were higher than standards for 2009.

This may have contributed to a decrease or less of an increase for some schools in the percentage of Subgroups that made AYP.

## PROGRAM COMPARISON

	Kindergarten	Breakfast Program	Before and/or After-School Program(s)	Additional Services
Bakersville	Full Day	Yes	21st Century, MHRA Latchkey	SES, Title I
Beech Street	Full Day	Yes	21st Century, YOU, After-school Gym	SES, Title I, ELL Magnet Program
Gossler Park	Full Day	Yes	21st Century	SES, Title I
Green Acres	Half Day	No	YMCA, Bus to Boys & Girls Club	
Hallsville	Full day	Yes	21st Century, Girls Start (K & 1st)	SES, Title I
Highland-Goffe's Falls	Half Day	Yes	Boys & Girls Club (at the School)	
Jewett School	Half Day	Yes	Bus to Boys & Girls club	
McDonough	Full Day	Yes	21st Century	SES, Title I
Northwest	Full Day	Yes	Alphabits, Bus to Boys & Girls Club, New Morning, Bus to St. Marie's CCC, Girls Inc.	SES, Title I
Parker-Varney	Full Day	Yes	New Morning, City Year Program	SES, Title I
Smyth Road	Half Day	No	New Morning	
Webster	Both	Yes	YMCA Before/After School Program	
Weston	Full Day	Yes	YMCA Before/After School Program	
Wilson	Full Day	Yes	21st Century, YOU, Bus to Boys & Girls Club, Girls Inc.	SES, Title I, Read 180

All schools in our district participate in the Free and Reduced Lunch program, and offer English Language and Special Education services.



# Frequently Asked Questions: School Choice

## ***Do I have to transfer my child to another school?***

No. We are providing parents with this opportunity as an option. The decision is entirely up to you, so you should base your decision on what you think is best for your child.

## ***If I do NOT have my child transfer, are there any additional services available to my child?***

Yes! Ask your child's school about Title 1 Interventions for Reading and Math to see if this could be a good fit for your child. Also, your child could be eligible for free tutoring through Supplemental Educational Services (SES). Eligible families will receive a packet of information after October 1st, with the first progress report of the school year.

## ***If I have my child transfer, what services may NOT be provided at the accepting schools?***

Title I intervention services for reading and mathematics and 21st Century after-school programs are not available at the non-Title I schools. Some schools may only offer half-day kindergarten. Supplemental Educational Services (SES) or Free Tutoring is only available at your child's current school for eligible students. (Please see previous page for services offered at all elementary schools.)

## ***Is transportation provided?***

Yes! If your child is granted a School Choice transfer and is eligible for transportation according to the district's transportation policy, your child can have bus transportation to the Choice school. Transportation is provided to Kindergarten students who transfer through School Choice.

## ***If one of my children has been transferred through School Choice, can all of my children attend that Choice School?***

You must submit an application for each child when they are of age to attend school in Manchester. Please indicate on your application the name and school of children who have already transferred through School Choice.

***Please note: Every effort is made to keep siblings at the same school.***

## ***When will I be notified about what school my child can attend in the fall?***

Every effort is made to notify you before the start of school. Families will be notified by mail or phone. It will be posted on the School Choice website once acceptance letters have been mailed.

## ***Must my child stay at the Choice school?***

Your child may transfer back to his or her neighborhood school. Please keep in mind that transferring schools can disrupt your child's education and learning.

## ***How do I apply?***

Complete the enclosed School Choice Request Form and return by **JUNE 17, 2011**  
to your child's classroom teacher

OR

mail by **JUNE 24, 2011** to  
Manchester School District  
ATTN: Jessica Provencher  
195 McGregor St, Suite 201  
Manchester, NH 03102



# School Choice

The School Choice program enables parents of children attending a Title 1 school In Need of Improvement to transfer their child to a non-Title 1 school. The Manchester School District will provide transportation to students who are granted School Choice transfers if requested. This includes Kindergarten students.



*Please note: In Manchester, all schools are Schools In Need of Improvement (SINI). Please refer to the rest of this letter and the district website [www.mansd.org](http://www.mansd.org) for more info.*

## Choice Transfer Schools:

Green Acres School	100 Aurore Ave.
Highland-Goffe's Falls	2021 Goffe's Falls Rd.
Jewett School	130 S. Jewett St.
Smyth Road School	245 Bruce Rd
Webster School	2519 Elm St.
Weston School	1056 Hanover St.

*These are the ONLY schools eligible for your child to transfer to through this program.*

## Parents,

Please visit the NH Parent Information Resource Center's website for more information about No Child Left Behind, your rights and how to make the best choice for your student:

<http://nhpirc.org/NCLB.shtml>

**Informational Videos about Choice and AYP available at [www.mansd.org](http://www.mansd.org)**

## Steps to enroll:

1. Review performance and program offerings of Choice Transfer Schools.
2. Determine possible impact of a transfer on your child.
3. Complete back of this form.
4. Return form by **June 17, 2011** to
  - A. Your Child's Classroom TeacherOR by **June 24, 2011** to
  - B. Manchester School District  
ATTN: Jessica Provencher  
195 McGregor St, Suite 201  
Manchester, NH 03102



## Parent Panel Discussion!

Will be aired on Manchester Public TV: Ch 16, 22 and 23

**During the week of May 23rd  
Hear feedback from  
other parents!**

**Please review this entire letter and our website before deciding to request School Choice.**

**Frequently Asked Questions (FAQ) available in this letter!**

## Approximate program timeline:

School Choice Applications Due	June 17, 2011 (to school) OR June 24, 2011 (to District Office)
School Choice Decisions Mailed	July 15, 2011 (approx)

If granted a School Choice Transfer, Parents/Guardians will be required to sign and return a Rights and Responsibilities notice before transportation and transfer will be approved.

Transportation requests require at least 3 business days to process.

## SCHOOL CHOICE REQUEST FORM

**DO NOT COMPLETE IF YOU WISH  
YOUR CHILD TO STAY AT  
HIS OR HER SCHOOL**

**I request that my child be transferred to a designated school for 2011-2012 school year.**

Child's Name \_\_\_\_\_ Grade in Sept 2011 \_\_\_\_\_

Is your child registered at a Manchester School? Yes \_\_\_\_\_ No \_\_\_\_\_

If so, what school: \_\_\_\_\_

Parent/Guardian Name(s) \_\_\_\_\_

Complete Address \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Email \_\_\_\_\_

Does your child have siblings who should also be considered for School Choice? Yes \_\_\_\_\_ No \_\_\_\_\_

*If yes, please list:*

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Registered at what school: \_\_\_\_\_

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Registered at what school: \_\_\_\_\_

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Registered at what school: \_\_\_\_\_

**CHOICE Schools\*:**

- \_\_\_\_\_ Green Acres School
- \_\_\_\_\_ Highland-Goffe's Falls
- \_\_\_\_\_ Jewett School
- \_\_\_\_\_ Smyth Road School
- \_\_\_\_\_ Webster School
- \_\_\_\_\_ Weston School

*\*Please indicate your  
preferences by  
numbering the  
schools 1 to 6 .  
1 being your first  
choice\**

Bus transportation needed: Yes \_\_\_\_\_ No \_\_\_\_\_

My child currently receives the following student services\*\*:

ELL (English Language Services) \_\_\_\_\_ Special Ed \_\_\_\_\_

*\*\*This information will not affect your child's eligibility for School Choice.*

*It will help us to ensure that your child(ren) receive the services they need if they participate in School Choice. \*\**

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Forms must be returned to your child's classroom teacher by JUNE 17, 2011  
or the District Office by JUNE 24, 2011**

Manchester School District Attn: Jessica Provencher, 195 McGregor St, Suite 201, Manchester, NH 03102

FOR OFFICE USE ONLY

Choice School Granted: \_\_\_\_\_

Bus: Y / N

Signed R&R Returned: \_\_\_\_\_

Details: \_\_\_\_\_